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ABSTRACT

This bulletin focuses on general education programs and also provides an update on four core curriculum projects. One viewpoint on general education is presented by Theodore D. Lockwood in an article entitled, "A Skeptical Look at the General Education Movement." The following general education programs of six colleges are described: Brigham Young University's general education program, North Texas State University's interdisciplinary liberal arts and science program, St. Anselm's College's portraits of human greatness program, Bowdoin College's senior center, Gustavus Adolphus College's program to strengthen the humanities, and Illinois Central College's DOORS program. The philosophies and approaches vary widely, from college-wide competency requirements to optional thematic clusters, from Piagetian programs for poorly-prepared students to better integration of science concepts in required courses. A list of resources and short descriptions of additional institutions that have general education programs are included. The update section of the bulletin describes four programs concerned with the core curriculum that have undergone significant changes and developments. The following four schools were among the seven institutions featured in the October 1977 issue of the bulletin on core curriculum: Pacific Lutheran University, the University of Wisconsin-Green Bay, Los Medanos College, and St. Joseph's College in Rensselaer, Indiana. Progress of their programs is described. (SW)

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Kathryn Mohrman, *Editor*
John W. Hager, *Assistant Editor*

A Skeptical Look at the General Education Movement
Theodore D. Lockwood . . . 1

Brigham Young University 3

North Texas State University . . . 4

St. Anselm's College 5

Bowdoin College 5

Gustavus Adolphus College 7

Illinois Central College 8

FORUM Update 9

Additional Programs 11

Resources 12

The *Forum for Liberal Education* is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes the various ways in which institutions of higher education address important common concerns.

New Approaches to General Education

General education is one of the topics for higher education in 1978. The discussions at Harvard have attracted the attention of the media nationwide; other colleges and universities are asking the same questions at a more local level. Almost every campus, it seems, has a committee studying the general education requirements for its students.

This issue of the Forum for Liberal Education *is designed to assist institutions in the process by providing examples of general education programs on six different campuses. The philosophies and approaches vary widely, from college-wide competency requirements to optional thematic clusters, from Piagetian programs for poorly prepared students to better integration of science concepts in required courses. Each institution has tried to achieve broad general education goals through a mechanism appropriate to its own students and faculty.*

This issue also contains a list of additional general education programs and a set of other resources. In addition, it provides an update on the progress of some of the specific projects described in the October 1977 issue of Forum *on core curriculum. Finally, and most importantly, Theodore D. Lockwood reminds us all to ask the right questions about general education, beginning with the most basic one: "What does it mean to be liberally educated?"*

A Skeptical Look at the General Education Movement

by Theodore D. Lockwood
President, Trinity College, Hartford, Connecticut

The current trend at colleges of reviving distribution requirements does not convince me we are improving the quality of education. Giving the curriculum more structure doesn't necessarily give it coherence. I am skeptical that meaningful educational reform can occur if it is not based on a new philosophy of education and shared assumptions by faculty members of what education should be in the last quarter of the twentieth century.

The distribution requirements being reestablished today too often resemble a warmed-over version of the general education requirements of the past. For several decades—from the 1930's until the mid-'50's—the general education movement represented much of what was best in undergraduate education. The late Lionel Trilling has recalled that for most of that period he and his col-

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leagues, at Columbia and elsewhere, "inhabited an academic community which was informed by a sense not merely of scholarly but of educational purpose and which was devoted to making ever more cogent its conception of what a liberal and humane education consists in. "Does a similar sense of purpose, some shared conviction, characterize most current curricular reforms? I tend to doubt it.

The timing of the curricular "reform" movement coincides with a rough era for educators in which public favor and federal money have declined and in which inflation and a tight job market have eroded support for a liberal arts education. Ahead lie increased financial difficulty and a shrinking pool of 18-year-olds. While we are undoubtedly ripe for educational reform—especially after the proliferation of courses in the last decade that reflected the fragmentation of educational philosophy—it has to rest on new philosophical convictions about education. It has to be more than just an answer to critics.

Rather than reflecting a widely shared conviction about the proper content and goals of liberal learning, the movement back to general education may be a defensive reaction to public criticisms and the academy's own uncertainties. The image of an uneasy conscience defending itself may seem unfair, but it is probably accurate. The desire to strengthen the liberal arts is an essential preoccupation of educators. However, in the absence of shared assumptions about what is important, curricular reform will result in little more than tinkering or it will degenerate into a process of academic log-rolling, with each discipline guided more by the desire to maintain or increase enrollments than by any educational ideal. The resulting curriculum's only virtue may be that it represents the lowest common denominator politically.

I am troubled by the absence of faculty initiative in much of the present curricular reform. They may, at the prompting of the administration, work out a different approach to, or a reordering of, the curriculum, but there have been few groundswells where the clearly articulated and shared philosophy of faculty members has caused a college's curriculum to change.

At the request of President Bok and under the leadership of Dean Rosovsky, Harvard completed a four-year review of its undergraduate curriculum last spring which resulted in core requirements being established in five areas. Roughly one-third of the voting members of the faculty in the College of Arts and Sciences voted on the issue of a new curriculum. Without groundswells, politics has to play a role in getting reforms passed. *Saturday Review's* April 1 cover story, "Confusion at Harvard," outlined the process of negotiation over and modification of the curriculum proposal, in order to get the broadest faculty support.

Harvard, one of many institutions engaged in similar review, received substantial attention from the media. This may be in part because it is considered by many to be to education what New Hampshire is to the presidential primaries. The word was that a lot of colleges were waiting to see what Harvard did before starting or finishing their own review. This also suggests a weakness in the "reform" movement: a fear of being left out of a growing trend, especially if it may satisfy many faculty, please parents and potential parents, attract publicity, and result in getting more students.

There are, of course, essential benefits from evaluating one's curriculum. Students are at the heart of the educational enterprise. When fewer of them elect to take humanities courses, as has become the case, or specialize in some areas while ignoring others, colleges have a problem. So, in fact, do students. Students steer clear of some courses because rumor has it they are boring, not taught well, or seem difficult or potentially dangerous to their grade point average. There is a built-in advantage in reviewing the curriculum if new courses are developed that stimulate faculty interest and creativity and student enthusiasm. The learning process needs periodic rethinking in order to renew teaching effectiveness and raise questions of what students really need to know.

The rationale for reinstituting requirements, to ensure that students will know something about certain disciplines, doesn't really guarantee anything. At many institutions, the required courses are more method- than content-oriented. The emphasis is not on mastering a body of knowledge but on techniques of, say, scientific or literary analysis. I take issue with the argument that requirements and more structure are needed to improve the quality of education and prevent students from missing opportunities and overspecializing. The experience in the 1950's and early 1960's persuaded many faculty members and students that requirements were a bad thing. There was a disillusionment with the captive audience approach because students lacked motivation and faculty didn't enjoy teaching those in a class who didn't want to be there.

Overspecialization is a legitimate concern but instituting requirements may not be the best way to get at the problem. We compared the curricular choices of the Trinity class of 1967, when requirements still existed, with the course selection of the class of 1978, under a free elective system. We found that students majoring in humanities were taking fewer mathematics and natural science courses while those majoring in mathematics and natural sciences took fewer humanities courses than had been the case with the class of 1967. Requiring these majors to take courses in the other's field would give more balance to their course selection but I question whether it would get at the problem of why humanists and scientists aren't more comfortable with each other's fields or don't see more interrelationships.

We also have to realize that the capacity of students to integrate knowledge can only go as far as the faculty members' abilities to integrate. There is not much evidence that the majority of faculty members have transcended their own departmental preoccupation. Even if students take requirements in a broad area of study, it is unlikely that their advisors, teachers, or other faculty members will have the same educational frame of reference. Students can then fall right back into narrowly-focused thinking.

We all keep coming back to what does it mean to be liberally educated. Can we reach agreement on priorities? Once we articulate our convictions can we reach a consensus that enables us to carry out genuine reform? What concerns me is that in the current headlong rush back to requirements, we've left some central questions unanswered. I question whether many of us have yet found in our institutions a shared vision of educational purpose. Without that it may only be another decade before the media zero in again on higher education's attempts at curricular reform.

Brigham Young University
General Education Program

In 1976, Brigham Young University instituted a new general education program based on the belief that education is a lifelong process of gaining, using, and improving one's knowledge and skills. The general education program is designed to introduce students to a significant range of mankind's most valuable knowledge and achievements and, in the process, to improve students' abilities to think accurately, communicate clearly, respond esthetically, and act wisely.

The general education program consists of a series of required competency evaluations, which are defined as university-administered measurements of a student's acquisition of certain skills and knowledge. Evaluation may consist of oral or written exams, essays, demonstrations, or other means of measurement appropriate to the subject matter. Candidates for the bachelor's degree must complete a total of fifteen evaluations (equivalent to 46 credit hours of preparation) in three general areas. Category I evaluations test the development of fundamental skills of lifetime benefit to the student: reading, writing, basic math, and health education. Category II evaluations test the student's ability to analyze, compare, and synthesize, using the substance of a number of academic fields. Since a certain breadth of knowledge is important to general education, students are required to complete three evaluations in each of three large fields: arts and letters, social systems, and natural sciences. Category III evaluations require depth of preparation; each student takes two evaluations in advanced writing and an extramajor skill. Generally, students follow their own pace for completing evaluations, although a department or college may recommend or require a particular schedule for its majors in order to fit all of its requirements into a minimal amount of time. The university suggests that the Category I evaluations be completed by the end of the student's second semester and the Category II and III evaluations by the end of the sixth semester. Over 115 evaluations will be offered during the present academic year in topics ranging from American Humanities, Language Science, and General Microbiology to Basic Psychology and Moral Foundations of Politics.

Essential to the general education program is the flexibility with which students may prepare for and take their evaluations. There are six options. Most students enroll in classes specifically designed to prepare students for a particular evaluation. Other supplementary courses, while not designed around an evaluation, are considered to be of help in preparing for the evaluation. Less formally, students may study individually or in groups for evaluations with the possibility of receiving class credit for their study group experiences. In addition, the Learning Services Center provides individualized services to assist students in developing their learning abilities. The center staff provides diagnostic and tutorial assistance in study techniques, reading, writing, and communications in a classroom, workshop, lab, or individual setting. Evaluation guides are available also as a preparatory option. The guides have been prepared for every evaluation offered at BYU and describe what the evaluation will require, what skills the evaluation will test, and give sample questions and suggested readings for preparation.

Students enrolled in preparatory courses usually take the appropriate evaluation during the final exam period; however, all students are able to take an evaluation at any of its scheduled times during a semester. If a student passes his evaluation while enrolled in a preparatory course, he has the option of withdrawing from the course with a "pass" grade or completing the course for a letter grade. In either case the student receives credit for the course. A student who passes an evaluation without enrollment in its preparatory course also may receive credit for the course provided the credit is claimed during the semester in which the evaluation was completed. This flexibility given students in their preparation and completion of general education evaluations enables them to capitalize on previous experiences and learning, thus avoiding classes designed for those with more limited backgrounds. By passing evaluations at times other than at the completion of preparatory courses, students may either accelerate their academic programs (by receiving course credit at no extra cost) or broaden their college experience by using their time and tuition to take classes of their choosing.

BYU also offers two alternate programs which round out the general education options. A reinforced track offers an individualized approach for students with deficiencies in their backgrounds. Tutors, study guides, special classes, and computer-assisted instruction are available through the Learning Services Center to prepare the student for regular preparatory classes. An honors track provides enriched opportunities for students with exceptional motivation and ability. Students following this option may plan a personal general education curriculum which allows them to take special honors sections to meet standard evaluations or unique evaluations with a normal level of difficulty. Students on the honors track also have the opportunity to propose a unique learning experience to cover an entire area of Category II; if approved, the experience culminates in individualized written and oral examinations.

The general education program is an evolving one, designed to be easily changed and refined with experience. Present evalautions are constantly reviewed and improved, and faculty may propose new ones at any time. Each preparatory course is reconsidered for strengths and weaknesses after each semester in light of the number of students successfully passing the evaluation for which the course was designed.

The university believes that general education is the foundation for the continuing process of personal education, and that the general education program, with its continual process of re-evaluation and modification, will ultimately ensure quality learning on the part of its students while guarding against the rigidity of more traditional general education programs.

Contact:
Marion J. Bentley
Assistant Dean
College of General Studies
Brigham Young University
Provo, Utah 84602
(801) 374-1211, ext. 2747

North Texas State University
Interdisciplinary Liberal Arts and Science Program

In 1976, the University Curriculum Committee at North Texas State University approved a new core curriculum which has, as one objective, the encouragement of interdisciplinary courses. An in-house analysis revealed that many core courses were used by departments to convert students into majors, rather than to broaden the minds of the students. Additionally, this analysis revealed that previous core courses led to fragmentation in students' programs of study, since one course seldom related to or complemented another. By encouraging interdisciplinary courses, the curriculum would have the flexibility necessary to bring humanistic perspectives into the classroom for non-majors and provide possibilities for courses to relate various disciplines.

With the assistance of an NEH Pilot Grant, the univerity has been able to develop two experimental interdisciplinary courses which would satisfy some of the core curriculum requirements. The first of these courses, "Science, Technology, and American Society," is a nine semester-hour course involving three hours each of physics, history, and philosophy. In this course, the study of changes of scientific outlook raises philosophical questions about both the limitations of scientific knowledge and the place of imagination in scientific discovery, questions of interest to both the historian and the scientist. By supplementing the gaps in students' understanding in each of these fields, the course attempts to develop in them a conceptual imagination capable of relating these separate fields coherently. The historical portion of the course studies the influence of science and technology on the intellectual, political, social, and economic life of America. It takes an analytical and critical approach to create an historical synthesis, pulling together the American experience as related to science and technology. The philosophical contribution to the course explores from both an historical and a problems orientation, the nature and limits of science and technology. The modern scientific orientation towards technological usefulness is related, the program planners believe, to the view of nature as an object to be manipulated. Problems are shown to arise from the failure to analyze nature, and man's relationship to it, carefully from the beginning. The physics component of the course introduces the student to certain fundamental physical principles and their application to technology. Students also learn the scientific method of problem solving and compare it to modeling methods widely used in technology prediction problems. This part of the course also includes a laboratory component and field trips to area energy system sites. The "Science, Technology, and American Society," course ultimately tries to reveal relations between history, philosophy, and physics heretofore not grasped by its students, allowing them to see the development of these disciplines together. The course will meet nine hours of the core requirement for any student in the College of Arts and Sciences.

The second interdisciplinary course developed under this program is "The American Dream of Success: Human Values in a Business Culture," which includes three hours each of philosophy and history. The course presumes that the appearance of negative social and environmental consequences has shaken the faith of America in its unlimited technological and material progress, and that the American dream of success may be but a passing phenomenon. To attain a sustainable form of post-industrial existence, the industrial-state paradigm needs modification. However, this concept of success in America can be changed rationally only in the historic context of the values and attitudes which it represents. The course, therefore, looks at the business corporation in the twentieth century and how it has adjusted to the changing aspirations of society. The philosophical component of the course analyzes the relevant foundations of business society, profit and social responsibility ethics, humanistic perspectives on advanced industrial society, applications of theory to practice, business enterprise, and alternative human futures. The historical content of the course has two themes: first, to focus on how and what the American dream of success has motivated various peoples to do and how that has affected institutional development; and secondly, to trace the development of the corporate social consciousness and how corporations have responded to governmental and societal pressures. The course will meet the present requirement of the College of Business Administration for six hours in the social sciences or humanities.

Although both courses in the interdisciplinary program were offered this past year, only the "Human Values" course could be offered during the fall 1978 semester. The "Science, Technology, and American Society" course had been well received previously but could not generate a sufficient enrollment to justify its being offered this year. Two reasons have been cited for this lack of interest: first, a reluctance on the part of students to commit a sizable portion of their semester (nine hours per week of classroom time plus a one-and-one-half hour physics lab) to a single course; and second, a hesitancy of faculty advisors to promote a course which is still experimental and not a part of the regular curriculum. While the future of the program is still in doubt, it has demonstrated the potentialities for interdisciplinary teaching of science and humanities and has established a framework for future interdepartmental cooperation.

Contact:
Max Oelschlager
Project Director
North Texas State University
Denton, TX 76203
(817) 788-2266

St. Anselm's College
Portraits of Human Greatness

Saint Anselm's College, a liberal arts college in the Benedictine tradition, has historically placed significant emphasis on the liberal arts/humanities segment of its students' academic programs. Recently, a series of meetings involving students, faculty, college administrators, and trustees restated this commitment and mandated a reemphasis on the humanities through a revision of course content and instructional modes of the humanities core courses. The result was a four-semester, integrated course required of all freshmen and sophomores, organized on the principle of "significant types."

Initiated in the fall of 1977, this sequence, entitled "Portraits of Human Greatness," emphasizes representative figures and personages of past ages who exemplify outstanding forms of human activity and achievement. The freshman half of the sequence, ranging in time span from the ancient world to the middle ages, is organized into eight units on general modes of human greatness: the warrior, the prophet, the philosopher, the lawgiver, the Christian disciple, the knight, the townsman, and the medieval scholar. The second year is organized into 12 units ranging from the middle ages to the present and emphasizes specific individuals: Michaelangelo, John Calvin, Elizabeth I, Thomas Hobbes, Samuel Johnson, Thomas Jefferson, Robespierre, Beethoven, Charles Darwin, Lenin, Jean Paul Sartre, and Pope John XXIII.

The resources of many academic departments—history, philosophy, theology, literature, sociology, art, and music—are drawn upon to present a unified view of western cultural heritage. Course content is provided in lectures which supply historical background and descriptions of the figures being studied, and in some cases develop themes found in the assigned readings. These are followed by small group seminars in which students and faculty evaluate the ideas and questions of the lectures and readings. These seminars are the heart of the program, drawing together its diverse parts into an intelligible whole. Both lectures and seminars are supplemented by art exhibits, films, and concerts. For example, the first unit of the freshman sequence, "The Warrior," includes such lectures as "The Life of the Warrior in Homeric Legend," "Achilles, Great Bulwark in Terrible Battle," "The Mycenean Fortress Town," "The Professional Soldier," and "A Christian Pacifist Looks at the Warrior Ideal." Reading materials include *The Iliad*, selections from Herodotus, the Book of Judith, and the account of the battle of Borodino from Tolstoy's *War and Peace*. Two movies, "Patton" and "All Quiet on the Western Front," round out the content of the unit.

"Portraits of Human Greatness" is a program still in the process of development. Because this is a new and different academic program at the college, faculty and administrators have made substantial efforts in evaluating and improving the components of the course. At weekly seminars and monthly review meetings, faculty discuss and evaluate the lectures and readings to suggest weaknesses and make appropriate revisions. Student evaluations also have been instrumental in determining necessary changes. In addition to suggestions concerning matters such as film choices and the content or length of reading selections, both students and faculty pointed out the need to provide better integration of art and music into the program. The greatest overall concern, however, was with perceived inconsistencies and difficulties with the conduct of the seminars. To remedy this situation, and recognizing the central role which the seminars take in the program, two intensive summer faculty seminars were conducted by guest consultants chosen for their expertise in using the seminar method. Each week-long session was designed to be a model seminar using materials from the humanities program syllabus, in which the participants did not discuss the seminar method but in fact participated in it. In particular, art and music-related materials were incorporated into the topics for these discussions so that faculty would feel more comfortable in presenting them to their students. On the whole, the faculty seminars were successful in providing participants with new insights, skills, and enthusiasm for a crucial part of the humanities program.

The "Portraits of Human Greatness" sequence is required of all degree candidates at St. Anselm's to fulfill the four-course humanities component of the school's distribution requirements. A cooperative effort involving 26 faculty members and over 500 students, the program has established a systematic framework within which to interpret western civilization and to explore human values throughout history with an integrated course of study.

Contact:
Brother Philip J. Valley, O.S.B.
Director
Portraits of Human Greatness
Saint Anselm's College
Manchester, NH 03102
(603) 660-1030

Bowdoin College
Senior Center

In 1964, Bowdoin introduced a program for seniors which included curricular innovations, educational experiences outside the classroom, and an intellectually stimulating environment in the form of a living-learning center. Since that time, the Senior Center has been opened up to provide these opportunities to a greater part of the student body and is presently redefining its mission to serve needs of the entire campus.

When the Senior Center was first established, the Bowdoin student body was smaller, all male, and more homogeneous than its present composition; much of the

curriculum was prescribed and shared in common, with few opportunities for seminars and independent study. The senior year was singled out for emphasis because a large number of the students did not find it to be the culminating fulfillment of their college careers. Moreover, seniors were perceived by faculty as too concerned with future career plans, marriage, or military obligations to be committed to their classwork. The Senior Center concept, it was felt, would bring flexibility to the curriculum through new opportunities for independent study and the offering of research essays and laboratory projects to students not in the honors program. The mainstay of the program would be the senior seminars, dealing with topics more limited and more sophisticated than the usual courses, interdisciplinary in scope, and sometimes not even part of the regular curriculum. The Senior Center itself provided housing and dining facilities for the senior class, apartments for visiting lecturers, classrooms, and study and social areas in a single location.

In the years that followed, changes in the Bowdoin curriculum and the student body eroded support for the Senior Center. Degree and major requirements were gradually relaxed, seminars and independent study options were incorporated into the general curriculum, and the senior seminar requirement was dropped. The student body increased in number and diversity, particularly with the admission of women students (now approximately 40 percent of those enrolled); the senior class outgrew the Senior Center facilities. Perhaps most crucial, however, was the weakening of faculty commitment to the program in light of increasing departmental obligations. The Senior Center Council, charged with the operation of the center, responded to these changes in 1972 by reaffirming the center's role as a testing ground for innovation in course topics and format. The seminars, as the strongest element in the program, were increased to meet the degree of student and faculty interest, and students were encouraged to submit proposed seminar topics to the council for approval. The problem of an overextended faculty was relieved by a greater reliance on adjunct instructors.

At the present time the Senior Center continues to offer courses and seminars not available in the regular departments. Seniors are given first preference for enrollment, although the seminars are open to all students. During the 1977-78 academic year, 19 seminars were offered on such subjects as "The Avant-Garde Film," "Afro-American Aspects of Jazz," "Medieval Science," "Precalculus Topics in Seven Math Related Situations," and "Topics in Nutrition." The Senior Center also gives seniors the opportunity to develop and manage social and cultural events intended for the entire community, and continues to provide a setting for scholarly lectures, films, recitals, and informal student-faculty gatherings.

Rising costs, increased enrollments and decreasing faculty involvement are some of the factors which have led the Senior Center Council to propose a new focus for the center's program. Recognizing that a successful program must be inherently attractive to faculty and students, integrated into the wider curriculum, and based on a collective commitment of time and personnel, the council has focused its attention on important educational needs within the college community which could be met by a separate, flexible academic program. The council has recommended that the Senior Center be re-established as the Special Studies Center, with emphasis on faculty and curriculum development. Specifically, the Special Studies Center will foster faculty development and research activities through interdepartmental faculty seminars, from which new ideas for student seminars might arise; advanced undergraduates will be able to participate in faculty seminars on an invitational basis. The Special Studies Center will also encourage and develop a core of general access courses, aimed at a broad, integrative understanding of world civilizations and culture, distinct from entry level introductions to departmental or preprofessional disciplines. Upper level interdisciplinary seminars, currently the mainstay of the Senior Center, will be continued. Additionally, the Special Studies Center will encourage cooperative and mutually supportive assistance for interdisciplinary and multidisciplinary programs (such as Environmental Studies or Afro-American Studies), providing an institutional home for these and other programs having quasi-departmental status. Finally, faculty participation in programs of the Special Studies Center will be regarded as a regular part of service to the college, involving temporary release from some departmental duties.

The Senior Center, from its inception to its proposed rebirth as the Special Studies Center, has been a vehicle for curricular renewal. While experiencing varying degrees of faculty and student support, the center's program introduced innovations into the general curriculum, broadening the range of course offerings, providing alternative learning formats, and placing greater academic responsibilities on the students. The attempt to separate part of the student body from the rest of the college proved to be both impractical and undesirable in view of changes in the college itself. However, the success of the program lies in its ability to provide a mechanism for flexibility and responsiveness to the shifting needs and demands within the college curriculum.

Contact:
Gabriel J. Brogyanyi, Director
The Senior Center
Bowdoin College
Brunswick, Maine 04011
(207) 725-8731

Gustavus Adolphus College

A Program to Strengthen the Humanities at Gustavus Adolphus College

During the mid-1970's, students and faculty at Gustavus Adolphus College became increasingly aware of problems in the curriculum related to a declining interest in the humanities program. These problems, including a general decline in student-writing abilities, and a lack of identity, emphasis, concentration, and shared definition of the humanities, prompted the creation of "A Program to Strengthen the Humanities at Gustavus Adolphus College."

With the support of a five-year development grant from the National Endowment for the Humanities, Gustavus has developed a three-part program to increase awareness of and appreciation for the humanities. The first of these is the course cluster, in which three or four courses that already exist in the curriculum are grouped together around a common theme, historical period, or geographic area. The emphasis of the cluster is not on interdisciplinary instruction but rather on the complementarity of the courses themselves. Inclusion in a cluster does not remove a course from departmental jurisdiction; in fact, course clusters are not limited to courses from departments in the humanities division, but may include courses from the natural and social science divisions of the college.

While coordinated study had always been possible, it depended in the past solely on the student planning the course of study; in many cases a desired sequence was impossible due to scheduling difficulties. Under the cluster program the coordination and scheduling of these courses improves their accessibility and encourages enrollment in them. Students are not required to enroll in all of the courses of a cluster, although cluster registration is encouraged, and priority at registration is given to those enrolling in all components (rather than a single course) of a cluster. Courses offered through the cluster format usually satisfy one or more of the area distribution requirements. Five clusters are currently offered for the 1978-79 academic year. One example is "Languages of Learning," a cluster designed to provide freshman with the basic skills, or "languages," of three disciplines basic to the humanities. By combining history (western civilization), French (elementary French), and English (approaches to literature), the beginning college student receives an orientation to integrated studies as well as a foundation for subsequent study in these disciplines. Other clusters include "Aesthetics" (music, philosophy, art, area studies), "Medieval Humanism and its Continuing Influence" (history, English), and "Modern Japan" (religion, English, history). The program has also addressed the problem of writing competency by strengthening present writing courses to include not only remedial sections but also classes for those interested in critical and scholarly writing.

The second emphasis of the humanities program is community development. Multi-media programs are prepared and presented by Gustavus faculty to increase awareness and understanding of humanistic study among high school students and the general public. These programs, offered free to area high schools and other educational institutions, include "Filmmaking as a Humanistic Endeavor," "Words and Music," and "Tapestry: Understanding the Spanish-Speaking American."

The third emphasis of the program is an annual six-week series of humanities seminars designed to promote discussion of recurrent issues and problems associated with humanistic study. Aimed primarily at faculty, the seminars often include students and members of the community; evening lecture/presentations are open to the public. The most recent of these seminars, offered this past spring, was titled "Life Follows Art: Contemporary Literature and Art as Shapers of Cultural Values;" among those giving lectures were John C. Rezmerski, John Cage, and John C. Gardner.

The humanities seminars are part of an overall concern with faculty development. In addition to the seminars, the grant provides funding for normal leaves for faculty members in the humanities fields. One-week summer institutes are also conducted for five faculty members (not necessarily from the humanities) from Gustavus, together with five faculty members from other colleges. These institutes allow participants to explore and expand their knowledge in distinct areas of the humanities. A writing workshop was held in this context in 1978, examining topics of revision, kinds of writing, research paper formats, and essays.

"A Program to Strengthen the Humanities" addresses itself to the decline in the humanities on three fronts: community, faculty, and curriculum. The community development program makes the humanities more visible to the general public, in particular to the high school pupils who are future college students. The faculty development program encourages greater definition and discussion of the role of the humanities on campus and in everyday life. Finally, the curricular component of course clusters provides easier access to courses which encourage a better integration of the meaning of the humanities into the entire curriculum.

Contact:
Claude Brew
Project Director
Humanities Program
Gustavus Adolphus College
St. Peter, MN 56082
(507) 931-4300

Illinois Central College
The DOORS Program

Illinois Central College has been concerned that many entering community college students have a low level of reasoning abilities. In many instances, these students are required to participate in ineffective remedial programs, are ineffective learners in traditional courses, and are responsible for high rates of college attrition.

The Development of Operational Reasoning Skills (DOORS) program provides a multidisciplinary freshman core program focusing on the improvement of student reasoning abilities. The classroom intervention model is based upon Jean Piaget's theory of intellectual development. Thus each of the six DOORS courses—English, mathematics, physics, history, sociology and social science—uses the Piagetian strategy of the Learning Cycle. The first phase is exploration, in which students recall and share past concrete experiences and assimilate new experiences. The invention phase involves generalization from these concrete experiences toward broad concepts or principles, which are then used in other settings in the application phase. This Learning Cycle encourages students to think independently, guided by faculty members acting in a director or facilitator role.

The DOORS program began offering courses in the spring of 1977 to 32 entering students at Illinois Central. The program is designed to provide an alternative way of fulfilling general education requirements, especially for students who are unsure of their career goals, who are returning to college some time after high school graduation, or who demonstrate high ability but low grades. Students in the program are required to take three DOORS courses in their first semester; some take as many as five while others enroll in regular courses in the college.

The six DOORS courses are taught in the regular departments of the college, with the linkage among them coming not from content but from skills. During the development of DOORS materials, the project staff identified several major thinking skills basic to all six subject areas and arranged them in natural ascending order. DOORS classes were then reorganized so that all courses emphasize the same basic reasoning skill in a different context at approximately the same point in the semester. For example, all classes begin with observation and description. The history class began with the college itself; the English class started with oral explanations of geometric shapes. Physics students measured the mass, volume, and density of various objects. From such simple concrete exercises the curriculum moves to more abstract reasoning skills such as comparison and contrast, classification, inference, and cause and effect. Student learning is reinforced by the repetition of reasoning skills in the contexts of several disciplines.

Evaluation of the DOORS project has been hampered by the difficulty of selecting a matched control group and by the absence of adequate instruments to test the skills the program tries to foster. Given these limitations, however, DOORS has undertaken a substantial evaluation effort. Comparison of DOORS students with a control group of Illinois Central freshman on a number of measures demonstrated that the program did indeed bring about significant improvement. Pretest-posttest comparisons on cognitive instruments showed 86 percent of the DOORS students making upward progress; 50 percent of the control group also improved while 10 percent made no change. In interviews and questionnaires, students responded with favorable comments about the program, with some of them noting specifically their improved reasoning abilities.

The DOORS program has also influenced the faculty members involved. The goals of this program require radical departures from traditional teaching methods, forcing instructors to redesign their course offerings. In the development phase, under a grant from the Fund for the Improvement of Postsecondary Education, DOORS staff met together weekly to teach their new courses to one another. Each instructor became familiar with the material presented in other classes, received assistance in revision of courses, and learned of student reactions across disciplines to the objectives of the program. Some faculty have made substantial revisions, not only in their DOORS courses but in the other classes they teach as well. In addition, one new faculty member has joined the program; the DOORS staff hopes that others at the college will use these approaches in other offerings.

DOORS has developed a formal cooperative agreement for evaluation with other cognitive-based programs at Metropolitan State College in Denver, The University of Nebraska-Lincoln and Essex County College in Newark. In addition, the staff has visited a number of other institutions to share the philosophy and experience of the DOORS program, and to encourage others to devise general education programs appropriate for students with low reasoning skills.

Contact:
Thomas C. Campbell
Director, DOORS Program
Illinois Central College
East Peoria, Illinois 61635
(309) 694-5525

Forum Update . . .

This new feature of Forum *is designed to demonstrate the dynamic nature of curricular change. It allows* Forum *readers to follow the progress of colleges and universities as they deal with the problems of keeping the curriculum intellectually and politically appropriate for the institution.*

The October 1977 issue of Forum *featured seven institutional projects concerned with core curriculum. In the year that has passed, several of these programs have undergone significant changes and developments.*

Pacific Lutheran University has "The Dynamics of Change" as the theme for its Integrated Studies Program. As an optional way of meeting the general education requirements, students must take a total of seven courses—two beginning courses, then a pair of topical sequences, and a required concluding seminar. One of the most serious problems has been attrition, with less than half of the original students each year continuing through the sequence. The major reason for this phenomenon was that students were choosing their majors early and finding conflicts in scheduling between the Integrated Studies courses and those required by their majors. One solution has been more creative scheduling. In addition, students are now allowed to take more than one sequence at a time in their freshman year. However, these approaches do not resolve a more difficult problem: students face increasing demands by their majors and professional schools, leaving less time available for general education, core courses, and electives. Certain groups of students, especially nursing and music majors, have been virtually unable to participate in the Integrated Studies Program because of such demands.

One of the strengths of the program continues to be the commitment of the faculty to its basic ideas. Pacific Lutheran held its third annual summer workshop for faculty teaching in the program. PLU feels it has been successful in the classroom largely because the faculty—some 30 in all—have maintained strong interest in teaching the material in the interdisciplinary mode, have developed great morale and rapport, and have become progressively informed about the content and methods of each course.

In addition to the summer workshops, faculty in the program meet every six weeks throughout the school year to discuss materials, methods, and problems of teaching. The dialogue has focused on effective integration in learning, what it is, and how best to achieve it. Also, faculty members have developed new courses and sequences to substitute for existing ones as faculty interests expand. One alternative examines moral and social developmetns in China and India; another sequence under development will examine theories of human nature from such perspectives as economics and sociobiology. In the middle of the third year of the three-year program, Pacific Lutheran feels that it is indeed providing a stronger general education for students through the Integrated Studies Program.

The University of Wisconsin-Green Bay has had an eighteen-credit core University Studies Program composed of a six-credit freshman program asking students to assess their own values in relation to major human dilemmas; a nine-credit intermediate program with a cross-cultural perspective; and an interdisciplinary senior seminar addressing essential social and intellectual concerns of our time. Faculty in the University Studies Program served on split appointments between the program and the university's equivalent of departments; the program lacked the power to appoint and tenure faculty. Perhaps one-third of the UWGB faculty taught in the program in any given year, yet all of them were members of some other unit that usually received first allegiance.

Students have had several types of problems with the program. Freshmen were encouraged to take active responsibility for their learning; the program was arranged in four seven-week modules, each focused on a major crisis or unresolved human dilemma. Done well, the freshman program helped students open up their understanding of how ideas from a diverse set of fields could be brought to bear on important matters of human concern; it served to help them make fuller use of the intellectual opportunities which the university could provide them through the rest of their undergraduate studies. At worst, the series of seven-week modules became a series of unresolved crises. Without the time to make any headway on approaches to resolving problems, students often reacted with cynicism.

The intermediate program suffered from opposite difficulty; the course substance was perceived as being little different from work in the major and the integrated nine-credit sequence as being too long. For these and other reasons, UWGB held an eighteen-month series of open hearings resulting in a new set of all-university requirements. The new program, which took effect with the 1978-79 academic year, proposes to achieve the same goals as did the core program and distribution requirement, but through fewer courses accomplishing multiple goals.

To produce the breadth of perspective traditionally sought through a distribution requirement, the new program asks all students to take nine credits in each of three areas: natural sciences, social sciences, and fine arts and humanities. These areas are now structured around the underlying epistemologies and distinctive methods and procedures which help define and distinguish them. All courses are sponsored by the academic departments. To achieve the old core program's goals of helping students come to grips with major values questions and to achieve some insight into ways other cultures approach such questions, at least six credits in each area must form an integrated sequence which will bring students into sustained engagement with value questions inherent in social problems, especially as these questions are illuminated through cross-cultural comparison. In addition, students must take the senior seminar, which was retained.

As a result of these changes, students will come to grips with three major issues similar to those formerly pursued in the freshman program, one from each domain of knowledge. Now, however, they have 28 weeks in which to address each issue rather than just seven weeks. The additional time allows a stronger content base to be built upon which students can base their assessment of the value implications of the issue. The additional time also allows students to wrestle with alternative approaches to a solution to the issue, which should prove more satisfying for them.

By tying offerings to established curricular units and areas of knowledge, the courses should be more effective for traditional students; the combination of increased emphasis on "content" and sponsorship of the courses within existing curricular units should dispel any student

doubts about the academic strength of the courses. And, by housing all such courses in the existing departments, students and faculty alike will be encouraged to see that values considerations are relevant to all fields of knowledge and are, inescapably, their responsibility to address.

Los Medanos College, an open enrollment community college in California, has as its primary goal to help students educate themselves to cope with those world problems which put their generation in jeopardy. To assist students in developing such a world view, the college has required intradisciplinary study in six areas: behavioral sciences, social sciences, biological sciences, physical sciences, language arts, and humanistic studies. Each area has three levels. Generic courses introduce students to the concepts, principles, theories, and values of the broad disciplinary area; discipline courses deal with specific substantive content at the introductory level. The latter also include "plural pursuits," small group or individual projects reflecting student interests.

Some critics of this program felt that the generic courses were overloaded, presenting too much material too fast. Others were concerned that the large number of plural pursuits were detracting from, rather than enhancing, the educational program. Also, some of the courses were not focusing specifically on the ethical questions that underlie the entire general education program.

For these and other reasons, Los Medanos restructured its general education program while keeping the same philosophy and goals. The new general education program requires students to take disciplinary courses in each of the six areas as well as two courses examining specific social issues. The disciplinary courses absorbed the previous generic courses by covering the concepts and principles common to the area (behavioral sciences, for example) as well as the traditional content of the discipline (psychology, sociology, or anthropology). Only the broadest and most encompassing of the disciplinary offerings qualify as general education courses. Faculty members teaching such courses are obliged to critique one another's course outlines to assure that broad concepts and principles are indeed included in the disciplinary courses.

The societal issues courses are designed to provide the student with a general look at several of the most critical issues concerning the survival of humanity on this planet. The first level course focuses on approximately five societal issues, including ethnic and women's concerns. Each is studied from a broad interdisciplinary perspective. While the courses are team-planned, they are individually taught. The second level course examines one issue in depth; each semester, students are offered a variety of topics for study. Whether individually or team-taught, these courses approach issues in a multi-faceted fashion, touching on technology, economy, ecology and humanity. Both levels includes an independent study project called self-directed study to provide students with experiences in autonomy within a framework of structure.

With this new structure, Los Medanos hopes to make greater achievements toward its goals of educating ethically aware students who are able to deal with the critical issues of today's society.

At St Joseph's College in Rensselaer, Indiana, the Core Curriculum extends through all eight semesters of the college program. The components include studies of the contemporary world, significant periods in western culture, non-western studies, man in the universe, and the application of Christian principles to the human situation. The college has added three areas of development in the last year: student skills programs, career preparation and the humanities core, and, with support from the National Endowment for the Humanities, an institute on the core curriculum for faculty from other colleges.

St. Joseph's has put into effect an eight-semester writing program that parallels the semester components of Core. The sequence is based on four principles:

1. It is comprehensive, treating all the types of writing the faculty judges it necessary for students to know. The plan is inspired by James Kinneavy's *A Theory of Discourse* (1971)
2. It covers different types of writing in a developmental order, going from the simple to the complex, from the objective to the personal and subjective. This principle comes from James Moffett's *Student-Centered Language Arts Curriculum*.
3. It treats the various types of writing as they are appropriate to the content of the various Core segments, thus integrating writing skills development into the heart of each Core semester.
4. It provides optional creative writing assignments for more gifted students at each step.

Current efforts include the working out of analogous programs for the development of oral and methodological skills for the eight semesters of Core using this same general framework.

The goal at St. Joseph's is the interaction of residential life and academic education for the growth of the student. At the present time the college is examining explicitly the relationships among the residential experience, the common core program, and the specialized career preparation of the major. Core prepares students for careers in terms of skills development: information skills, communication skills, and interpersonal skills. It strives to develop the integrative habit of mind, the interdisciplinary skills, and the flexibility of the student. Adaptability is a valuable personality trait to have in today's job market. The college also hopes to work at personal growth, not only in the intellectual but also in the values dimension. In addition, the college has been trying to define the education of the creative imagination.

The major also has its contribution to the Core Curriculum. Students develop a "point of view" in their major, some by the time they are sophomores, that makes them informed participants in the Core discussions (since they are all interdisciplinary); they come to develop analytic skills, methods of thinking, and critical acumen. Core then tries to set the context for these "specialists" to come together to look at things from a plurality of points of view. The major does a good job of developing competence and confidence.

The National Endowment for the Humanities is funding St. Joseph's to offer an institute in June 1979 on the development of the core curriculum. Institutions will send teams to the week-long session to learn from St. Joseph's experience and work on general education programs ap-

propriate to their own needs. In addition, faculty will be eligible for internships during the school year to see the Core Curriculum in action at St. Joseph's. In these ways the college in making its experience useful to other institutions.

For more information contact:

Forrest Armstrong
Associate Dean, Academic Affairs
University of Wisconsin—Green Bay
Green Bay, Wisconsin 54302

Curtis E. Huber
Director, Integrated Studies Program
Pacific Lutheran University
Tacoma, Washington 98447

Charles C. Collins
Dean of Humanistic Studies
Los Medanos College
Pittsburg, California 94565

John P. Nichols
Coordinator, Core Curriculum
Saint Joseph's College
Rensselaer, Indiana 47978

Single copies of the October 1977 issue of *Forum* dealing with core curriculum are available for $3.00 each from *Forum*, Association of American Colleges, 1818 R Street NW, Washington, DC 20009.

Additional Programs

The following institutions have programs which have recently come to the attention of the *Forum*.

Austin College, Sherman, Texas 75090
IDEAS Program—A six-course core of required courses which includes a basic skills/evaluation component, western heritage and policy research courses, and a four-year advising system that regularly brings students and faculty mentors together for evaluation.
Dan T. Bedsole, Executive Vice President and Dean of the Faculty

Baldwin-Wallace College, Berea, Ohio 44017
Core Curriculum—A general education distribution requirement which includes an international studies component.
Mark Collier, Associate Dean

Bard College, Annandale-on-Hudson, New York 12504
General Education Seminars—Three required interdisciplinary seminars at the freshman, sophomore, and senior levels share common methods of inquiry into key issues in order to develop student mastery of the language of intellectual discourse.
Paul Swift, Program Development Associate

Bloomfield College, Bloomfield, New Jersey 07003
Freshman Core Program—Four interdisciplinary courses are required, with emphasis on skills development and communication and reasoning abilities.
William A. Sadler, Jr., Director

College of the Holy Cross, Worcester, Massachusetts 01610
Interdisciplinary Humanities Program—Two, three, or four courses from different departments are packaged into a specially designed sequence.
Milton Kornfeld, Associate Director

Concordia College, Moorhead, Minnesota 56560
Core Curriculum—A set of distribution requirements which includes a skills component and an upper-division "integration" course demonstrating the relationship between two or more disciplines.
David M. Gring, Associate Dean of the College

Denison University, Granville, Ohio 43023
Problem-Solving in Liberal Education—An experimental cross-disciplinary redesign of courses to reflect a problem-solving focus.
George L. Gilbert, Project Director

Earlham College, Richmond, Indiana 47374
Humanities Sequence—The distribution requirements include a four-course humanities sequence which introduces humanistic thought in literary, philosophical, historical, and persuasive works, and develops interpretive and analytical writing abilities.
Marilyn LaPlante, Assistant to the President

Eckerd College, St. Petersburg, Florida 33733
Modes of Learning—Freshmen and sophomores select two courses from specially designated offerings which stress fundamental learning skills—analysis, synthesis, and evaluation.
Richard R. Hallin, Provost

Eisenhower College, Seneca Falls, New York 13148
Core Curriculum—In addition to Rhetoric and "Life time Activities" components, the core includes a four-year program in world studies which develops students' knowledge and perspective of other peoples and cultures.
Warren L. Hickman, Vice President for Academic Affairs

Lakeland College, Sheboygan, Wisconsin 53081
General Education Component—A five-part curriculum model which includes a three-course interdisciplinary core giving a values-oriented perspective to the humanities.
Reinhard Ulrich, Chairman

Loyola University, College of Arts and Sciences, New Orleans, Louisiana 70118
Common Curriculum—This program offers a contemporary humanistic liberal arts education. Lower division courses provide skills in math and writing and conceptual frameworks in philosophy, theology, science, and history; upper division courses are arranged under three areas: aesthetic, decisional, and speculative
Richard E. Johnson, Program Director

Marist College, Poughkeepsie, New York 12601
Core Curriculum—The core program organizes a set of distributive requirements around the central theme of values confrontation.
Louis C. Zuccarello, Academic Dean

Miami-Dade Community College, Miami, Florida 33176
Core Curriculum—The core consists of specific courses and distribution requirements which correspond to 26 expressed goals of general education.
Jeffrey D. Lukenbill, Director, General Education Study

Monterey Peninsula College, Monterey, California 93940
GENTRAIN—The General Education Train of Courses in Humanities is an interdisciplinary program composed of 15 two-week course units over a two-semester period. One credit is awarded for each completed unit; the entire program satisfies all but two of the general education requirements.
Philip Nash, Dean of Instructional Planning

St. John's College, Annapolis, Maryland 21404 and Santa Fe, New Mexico 87501
Great Books Curriculum—A four-year fully prescribed program of seminar discussions on the Great Books of western civilization as well as work in language, mathematics, music, and the biological and physical sciences.
J. Burchenal Ault, Vice President

St. Olaf College, Northfield, Minnesota 55057
Core Curriculum—A combination of course and area requirements stressing advanced writing skills, religion, and cross-cultural studies.
William C. Nelsen, Dean of the College

San Diego State University, San Diego, California 92182
General Education—In addition to sections on basic skills and methods of thought the general education program includes an "Explorations in the Human Experience" component, which requires courses exploring fundamental human concerns from one of 27 thematic clusters.
A.G. Branan, Acting Dean, Division of Undergraduate Studies

University of Louisville, Louisville, Kentucky 40208
General Education—The University College is in the second year of a competency-based general education model which stresses the development of the whole range of human abilities requisite to a balanced realization of full human potential.
Robert E. Hoye, Assistant Vice President for Academic Affairs

Valencia Community College, Orlando, Florida 32801
General Education—The program provides a basic liberal education through area distribution requirements as an integral part of the Associate of Arts degree program.
James F. Gollattscheck, President

Resources

The Carnegie Foundation for the Advancement of Teaching, *Missions of the College Curriculum: A Contemporary Review with Suggestions.* San Francisco: Jossey-Bass, 1978.
This contribution to the discussion of curricular problems and possibilities presents background information as a basis for understanding contemporary issues. Suggestions for obtaining desired changes in the curriculum are offered.

Chickering, Arthur W., David Halliburton, William H. Bergquist, and Jack Lindquist, *Developing the College Curriculum. A Handbook for Faculty and Administrators.*
Washington, D.C.: Council for the Advancement of Small Colleges,
The ways presented here provide insights into the needs for curr change, focusing on the topics of rationale, design, practice, a mentation. Also included are eight curricular models, a of descriptions of innovative programs, and four curricular ls.

Levine, Arthur, *Handbook on Undergraduate Curriculum.* San Francisco: Jossey-Bass, 1978
This comprehensive volume, part of the Carnegie Council series, examines the state of the undergraduate curriculum today in a variety of institutions. A comparative and historical perspective is provided, including a look at present curricula in other countries, with highlights of curricular innovations in the United States since 1900.

Tapp, June Louin, ed., *Reestablishing a Core Curriculum.*
"New Directions for Higher Education" Number 24, San Francisco: Jossey-Bass, 1978.
This sourcebook will assess the need for undergraduate multidisciplinary general education and explore a number of programs which have been designed to meet this need. (to be published late 1978)

Project on General Education Models. A three-year consortium of colleges and universities, supported by the Fund for the Improvement of Postsecondary Education, was established to review general education programs and develop new models that are effective for different types of institutions and students. The project also provides professional development opportunities and designs strategies to overcome the barriers to the improvement of general education. A newsletter will be available by late January, 1979. For further information contact Jerry G. Gaff, Project Director, Project on General Education Models, 1818 R Street, N.W., Washington, D.C. 20009.

The *Forum* is available by subscription at a rate of $12 per year for AAC member institutions and $18 per year for non-AAC members. Reduced rates are available for group orders from a single institution. For further information or subscription orders, please write to: FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

The *Forum for Liberal Education*, published six times during the academic year, examines curricular programs and other academic activities at two-and four-year colleges, universities, and graduate and professional schools. The *Forum* welcomes contributions of information on topics for future issues: international education, public policy programs, integration of the sciences and humanities, academic advising, and student outcomes.